ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001010	N.A.	N.A.

4. AUTHOR(S):
Ciotti, Rita and Kravitz, Ida

5. TITLE OF DOCUMENT ABSTRACTED:
Techniques for the Teaching of Spelling

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG: Great Cities School Improvement Program
SPONS: School District of Philadelphia, Pa.
CITY: Philadelphia, Pa.

9. PUBLISHER OR SOURCE
Great Cities School Improvement Prog.
School District of Philadelphia, Pa.

10. VOL.	TH. PAGES	PUB. MO./YR.	NO. OF PP.
N.A.	N.A.	N.A.	7

TELE:
INST/LOC CODE

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES ☐ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
teaching guide

16. INDEXING TERMS (6-12)

language arts	spelling instruction		
Ford Projects	teaching aids		
teaching techniques	elementary edu.	Great Cities	spelling

17. ABSTRACT (MAX. 250 WORDS)

A technique for the teaching of spelling at the elementary level is presented which includes kinesthetic, auditory, and visual involvement. Emphasis is placed upon total word recall, understanding of the word's meaning, and use of the words in contextual sentences. Study sheets are prepared beforehand with the words and sentences on them which meet handwriting specifications. Suggestions are made for second through the sixth grade level.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

375 D.841 Ee.12

TECHNIQUES FOR THE TEACHING OF SPELLING

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
SCHOOL DISTRICT OF PHILADELPHIA
PHILADELPHIA, PENNSYLVANIA

RITA A. CIOTTI IDA KRAVITZ
Language Arts Consultants

All Rights Reserved

ED001010

TECHNIQUES FOR THE TEACHING OF SPELLING

SECOND YEAR

First Week of School (Spelling Readiness)

- Review of rhyming sounds: orally.
- Visual discrimination of rhyming elements.
- Visual recognition of letter forms and names of the letters.

Spelling begins with rhyming sounds. There is no presentation of a list of words at any time during the week. Words are presented on a day-to-day basis. Two words with common phonetic or structural elements are presented in context on prepared study sheets. (See sample sheets.)

The study technique at this level is a modification of the Fernald spelling technique including kinesthetic, auditory, and visual involvement.

As in handwriting, the spelling lesson begins at the chalkboard and continues to the prepared study sheets. All manuscript on the study sheets must meet handwriting specifications.

The Use of the Study Sheet

- Prepare an enlarged copy of the study sheet on either chart paper or the chalkboard.
- Read the sentence at the top of the prepared sheet aloud. The sentence should consist of known sight words and the new spelling word.
- Find the words on the prepared sheet which are similar to the underlined word in the sentence.
- Develop the generalization based on the phonetic or structural element.
- Begin the Study - Write - Compare technique for learning a word.

  .. Send some children to the prepared tracers on the chalkboard. The remainder of the class will work with the tracers on the study sheet.
  .. Begin with finger tracing. Children trace as they say the word, not the letters. In a polysyllabic word the children trace as they say the syllables.
  .. Trace the first word with the finger; then pencil to include a minimum of eight (8) repetitions.
  .. Have the children close their eyes and spell the word softly.
  .. Erase the word from the board.
  .. Have the children cover the tracer on the practice sheet and write the word from memory.
  (We learn through total recall and not by copying.)
  .. Repeat the process to teach other words.

- Conclude the lesson by having the children write the sentence given on the study sheet or a sentence dictated by the teacher.

THIRD GRADE

- Distribute the duplicated list of spelling words for the week. Be sure that the manuscript writing meets handwriting specifications.
- Have the list of spelling words on the chalkboard or on chart paper.
- Read the words individually and discuss the meaning of each word with the children.
- Have the children prepare their practice paper with the correct heading. (Check the handwriting guide for correct paper arrangement.)
- Fold the practice paper into four columns.

The Spelling Lesson

- Choose two words from the spelling list and put them into a sentence context.
- Have the children choose the two words that have the same phonetic or structural element.
- Teach the generalization.
- Begin the Study - Write - Compare technique.

  .. Put one word on the board.
  .. Have the children look at the word carefully.
  .. Have the children think of the generalization and its application to the word. (Use colored chalk to offset the distinctive element in the word.)
  .. Have the children visualize the word, close their eyes, and spell the word softly.
  .. Erase the word and have the children write the word from memory.
  .. Write the word on the chalkboard and have the children check their copy.

- Conclude the lesson with a quick final check. Dictate sentences using the words studied and have the children write the words.

GRADES FOUR, FIVE, AND SIX

- Distribute duplicated lists.
- Have the children read each word and discuss the meaning of each word.
- Have the children prepare the practice paper with the correct heading. (Check the handwriting guide for correct paper arrangement.)
- Fold the practice paper into four columns.
- Use the Spelling Lesson outlined above.

****

A WEEKLY STUDY PLAN FOR SPELLING

Monday: Present the spelling list and discuss the meanings of the words. The children must be able to read and understand the words.

Tuesday)
Wednesday) Teach part of the spelling list each day to the entire class.
Thursday) Ex. Sixth Grade - 10 words a day.

Friday: Test. All words are tested in a sentence context.

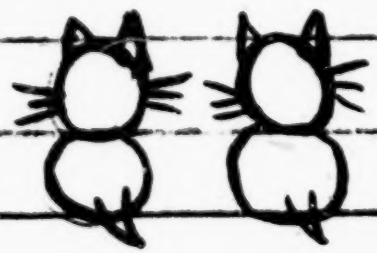
Look at the cat.

at

at

cat

cat

cats  cats

cats

Repeat sentence.

He sat on the hat.

sat

sat

hat

hat

hats

hats

It was a fat rat.

fat

fat

rat

rat

rats

rats

*

*

* Repeat sentence or have child write own sentence.

(Test 1)

1. Look at my cat.
2. I have two hats.
3. That is not my hat.
4. The rat ran away.
5. He is fat.
6. Look at that.
7. Tom sat down.
8. Look at the big cat.

[In giving the test leave the underlined words blank.]

•A sample test to be duplicated for the class.